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A compilation, tabulation and analysis of
spelling errors in grade three...



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Thesis

A COMPILATION, TABULATION AND ANALYSIS
OF SPELLING ERRORS IN GRADE THREE
FOR AN EIGHT WEEK PERIOD

Submitted by

A. Elizabeth Van Dusen
(B. S. in Education, Boston University, 1942)

In partial fulfillment of requirements for
the degree of Master of Education

1947

First Reader: Helen A. Murphy, Assistant Professor of Education

Second Reader: Donald D. Durrell, Professor of Education

Third Reader: W. Linwood Chase, Professor of Education

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The writer wishes to express her appreciation to Dr. Helen Murphy for helpful suggestions and criticisms.

Acknowledgement

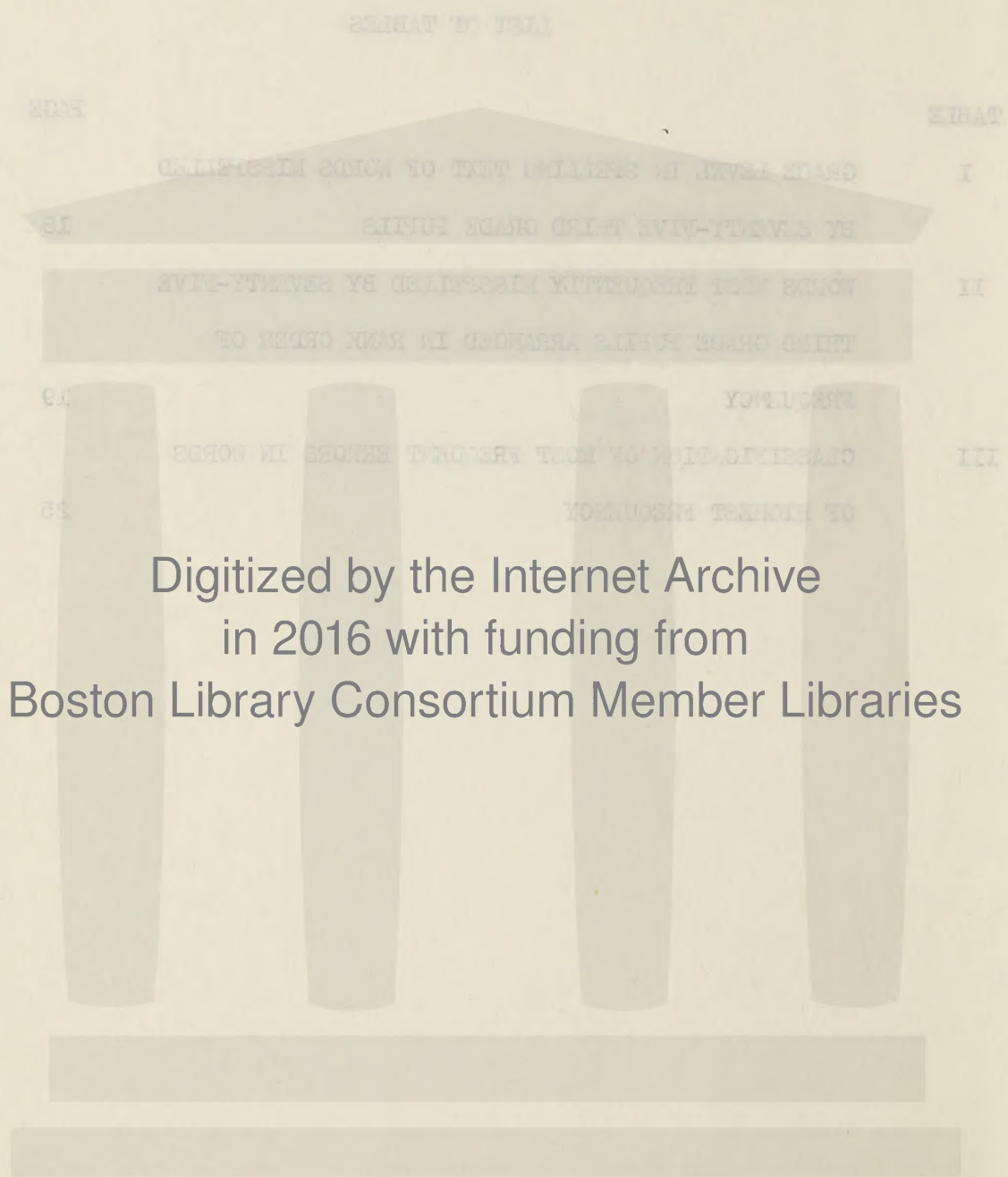
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CHAPTER I

RELATED RESEARCH

Statement of the problem.-- The purpose of this study is to compile, tabulate, and analyze a list of spelling errors from all of the written work of seventy-five pupils in two third grades for a period of eight weeks beginning December 2, 1946, and ending February 7, 1947.

The unusual number of spelling errors in free writing leads the writer to believe that there is a need for supplementary spelling lists. Many different errors have been observed in the free writing of the pupils in the third grade and these errors are made by many different pupils.

It is hoped that this study will show a need for individual supplementary spelling lists and that a teacher can gain much information from an analysis of these errors.

Tidyman ^{1/} stated: "The words that a child needs to know how to spell are in the main the words that he uses in writing."

Breed ^{2/} stated: "Spelling is a branch of English instruction. Its central purpose is to contribute to efficiency in written composition."

^{1/} Willard F. Tidyman, The Teaching of Spelling. New York: World Book Company, 1919, p. 3.

^{2/} Frederick S. Breed, "The Words To Be Taught in Spelling." Elementary English Review, 4: 101, April, 1927.

Since the purpose of this study is to compile, tabulate, and analyze spelling errors, it seemed logical to study research concerning spelling errors, selection of words, and methods of teaching spelling.

Errors.-- One of the first extensive investigations in spelling errors was made by Hollingworth ^{1/} in 1918. She noticed from the daily records of misspellings in her experimental group that the most frequent errors were due to lapses. These errors included omissions, substitutions, and transpositions. She found that the child could correct such an error as soon as his attention was called to it. She also concluded: ^{2/}

There is no one specific remedy for poor spelling. Of three children equally poor in ability as measured on a spelling scale, the one may require special drill in forming bonds between the sounds of words and the muscular acts necessary for articulating them; another may need special practice in 'binding' the arbitrary written or printed symbols with the sound which represent objects, acts, etc.; the third may experience special difficulty in forming the bonds between the representatives in consciousness of the visual symbols, and the motor responses necessary to produce the written word spontaneously, at pleasure.

^{3/} Book and Harter conducted an investigation in 1926 to find the kinds of errors made regularly by learners of spelling. Over

^{1/} Leta S. Hollingworth, The Psychology of Special Disability in Spelling. Teachers College, Contributions to Education, No. 88. New York: Teachers College, Columbia University, 1918, p. 8.

^{2/} Ibid., p. 102.

^{3/} William F. Book and Richard S. Harter, "Mistakes Which Pupils Make in Spelling." Journal of Educational Research, 19: 106, February, 1929.

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There is no one specific remedy for poor spelling. Of three children equally poor in ability as measured on a spelling scale, the one may require special drill in forming bonds between the forms of words and the muscular acts necessary for articulating them; another may need special practice in 'standing' the activity written or printed symbols with the sound which represents objects, words, etc.; the third may experience special difficulty in forming the bonds between the representatives in consciousness of the visual symbols and the motor responses necessary to produce the written word spontaneously, at pleasure.

Book and Carter conducted an investigation in 1928 to find the kinds of errors made regularly by learners of spelling. Over

1. Leta S. Hollingworth, The Psychology of Special Difficulty in Spelling. Teachers College, Contribution to Education, No. 33, New York: Teachers College, Columbia University, 1918, p. 8.

2. 1928, p. 102.

3. William F. Book and Richard S. Carter, "Spelling: A Study of the Errors Made by Children in Spelling." Journal of Educational Research, 19:102, February, 1929.

a period of three months they collected 5,196 papers from the pupils in the Indiana Public Schools and freshmen at Indiana University and classified 18,840 spelling errors. Among the eighteen types of classification were omission, addition, substitution, transposition and phonetic spelling.

Mendenhall^{1/} made a study of spelling errors in 1929. A sample of 2300 words was chosen. These words were administered to about 100 public school children in grades I to VI. Altogether, some 280,000 spellings, correct and incorrect were assembled for the study. To secure information showing the trends in error, the words were presented one grade level above that in which they were usually taught.

Mendenhall^{2/} found in his study of the most frequent errors that: "(1) 85 per cent are in omission and substitution of letters; (2) 75 per cent are phonetic; (3) 4.5 per cent are homonyms."

Carroll^{3/} studied the spelling errors made by 100 bright children and 100 dull children from the fourth and fifth grades of a public school to discover the comparative ability of bright and dull children to generalize.

1/ James E. Mendenhall, An Analysis of Spelling Errors. New York: Bureau of Publications, Teachers College, Columbia University, 1930, p. 5.

2/ Ibid., p. 10.

3/ Herbert A. Carroll, Generalization of Bright and Dull Children - A Comparative Study with Special Reference to Spelling. Teachers College, Contributions to Education, No. 439. New York: Teachers College, Columbia University, 1930, p. 54.

Carroll ^{1/} drew the following conclusions from his study:

1. Bright and dull children show marked differences of degree in the kinds of spelling errors which they make.

- a. The bright make a higher percentage of one-letter errors.
- b. The dull make a higher percentage of group errors.

2. Bright and dull children are affected differently by the length of the word and by the position of the syllable.

- a. The bright have a lower percentage of difficulty with the shorter words and a higher percentage of difficulty with the longer words than the dull.
- b. The bright have a lower percentage of difficulty with the first part of a word and a higher one with the middle and last parts.

3. The bright are much more likely than the dull to spell words phonetically.

4. The psychological explanation of each of these differences appears to lie in the marked superiority of the bright over the dull in phonetic generalization ability.

Selection of Words.-- Fitzgerald ^{2/} studied the errors made

in personal letters written in life situations by children of the fourth, fifth, and sixth grades. He compiled a list of 2,106 words from this study. It is interesting to note that about half of all the errors he discovered were on 148 words.

Gates ^{3/} has prepared a list of the common misspellings of 3,876 words. This list shows the point in each word at which most

1/ Herbert A. Carroll, op. cit.

2/ James A. Fitzgerald, "Words Misspelled Most Frequently by Children of the Fourth, Fifth, and Sixth Grade Levels in Life Outside the School." Journal of Educational Research, November, 1932, p. 212-213.

3/ Arthur I. Gates, A List of Spelling Difficulties in 3,876 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1937.

errors occurred. It does not tell which words were misspelled most often so a selection of a limited number of words to teach because of misspelling is not possible. It is meant to be used as a reference aid in the teaching of spelling. One can find which letters to emphasize and thus attempt to prevent errors which children are most apt to make.

Foran ^{1/} claimed that:

Spelling errors are due to a variety of causes, some of which are more important than others. Variations in the nature of the mistakes are produced by differences in the degree of ability of the pupil, his age, experience, and other conditions of learning. Many of them are due to careless writing and to failure to adopt a critical attitude in regard to written work. Such errors can be eliminated only through suitable incentives..... It is probable that better provision for individual differences will enable pupils of various degrees of ability to learn the words for which they will have the most need.

Foran also states that: "All studies agree that phonetic misspellings form the most important type of spelling mistakes."

Also, Hildreth ^{2/} found that phonetic errors were common among children and that many errors are due to the addition and transposition of letters.

Suzzalo ^{3/} believed that spelling should deal with the child's real spelling needs that arise in connection with his spontaneous

1/ Thomas G. Foran, The Psychology and Teaching of Spelling. Washington, D. C.: The Catholic University Press, 1934, p. 109.

2/ Gertrude Hildreth, "Spelling Errors." The Implications of Research for the Classroom Teacher, Washington, D. C.: National Education Association, 1939, p. 162.

3/ Henry Suzzalo, The Teaching of Spelling. New York: World Book Company, 1911, p. 29.

written compositions. In his opinion, texts should be supplemented by word lists made by the individual teacher in the course of teaching his particular class.

In Tidyman's ^{1/} opinion, "The words that a child needs to know how to spell are in the main the words that he uses in writing."

Tidyman ^{2/} goes on to state that:

Not all the words that children use spontaneously are of equal importance for spelling purposes. In general, the words vary in value as the frequency of use. Only the commonest words should be chosen for special study.

The use of the word is the most important factor in determining the grade in which it should be taught. The child should learn to spell words at approximately the time that he is going to use them. ^{3/}

McKee ^{4/} agrees with Tidyman by stating that the writing that children do should help to determine the selection and the grade-placement of spelling vocabulary. However, McKee ^{5/} does not wish to infer that investigations of children's writing vocabulary will yield a complete solution of the problem.

However, a careful tabulation of important errors found in the spontaneous writings of children should furnish data on the spelling difficulty of individual words. Such procedure probably would provide a more valid measure of spelling difficulty than would ordinary testing.

^{1/} Willard F. Tidyman, The Teaching of Spelling. New York: World Book Company, 1919, p. 3.

^{2/} Ibid., p. 4.

^{3/} Ibid., p. 10.

^{4/} Paul McKee, "Research Values in Children's Writing Vocabularies." Elementary English Review, 7:73, March, 1930.

^{5/} Ibid., P. 76.

In Durrell's ^{1/} opinion:

It is preferable that a child develop security in use of a small spelling vocabulary suitable to his grade and derived from the demands of written composition, to his attempting mastery of a long list from which will result confusion concerning many unrelated words.

The implications gathered from Cook's ^{2/} study were that pupils tend to learn to spell the words they use most frequently and which represent fundamental life interests. From this study he concluded that:

It is probable that many words of high frequency could be omitted entirely from the course of study in spelling without impairing the spelling ability of the final elementary school product. This would permit more time to be spent on the words of high frequency which persistently give difficulty or upon words of lower frequency than are now included in the elementary spelling lists.

In Breed's ^{3/} opinion, frequency of children's usage is a sufficient basis for word selection in Grades II-IV, if the frequency values are large enough to be reliable.

Breed warns that there have been defects in the method of tabulating and selecting the words in many of the investigations of children's vocabularies. Before one is in a position to select

1/ Donald D. Durrell, The Improvement of Basic Reading Abilities. Yonkers-on-Hudson, New York: World Book Company, 1940, p. 267.

2/ Walter W. Cook, The Measurement of General Spelling Ability Involving Controlled Comparisons Between Techniques. University of Iowa Studies, Vol. VI, No. 6. Iowa City, Iowa: University of Iowa Press, 1932, p. 109.

3/ Frederick S. Breed, "Selection and Gradation of the Spelling Vocabulary." Sixteenth Yearbook of the National Elementary Principal, Washington, D. C.: National Education Association, 1937, p. 352.

the spelling vocabulary, it is evident that the available source material must be collected and carefully analyzed.

Fernald ^{1/} claimed that the most satisfactory vocabulary is that supplied by the child himself. He continued to state that children who learn to spell by learning new words as they write what they want to say will not need to be supplied with spelling books or formal word lists of any sort.

Archer ^{2/} found that children learned to spell four or five thousand words, but many children can spell more words than this number. In the light of his evidence, transfer must take place, or these additional words are learned in some other way. It is probable that the closer the similarity of forms the greater the transfer and as words become more dissimilar, positive transfer becomes less and less.

Methods of teaching spelling.-- King ^{3/} conducted a study to determine the results of learning and applying seven spelling rules in grades III to VIII. After each teaching period an examination was given in each rule to test the children's ability to remember the rule and to apply it both to real words and to nonsense words. The general findings were as follows:

- ^{1/} Grace M. Fernald, Remedial Techniques in Basic School Subjects. New York: McGraw-Hill Book Company, Inc., 1943, p. 206.
- ^{2/} Clifford P. Archer, Transfer of Training in Spelling. University of Iowa Studies, Vol.V, No. 5, Iowa City, Iowa: University of Iowa Press, 1931, p. 7.
- ^{3/} Luella M. King, Learning and Applying Spelling Rules in Grades Three to Eight, Teachers College Contributions to Education, No. 517. New York: Columbia University, 1932, p. 60.

1. Efficiency in learning to state and apply the rules was increased from grade to grade.
2. Scores on nonsense words showed the same general errors as the real words, but the mistakes usually were more numerous, probably because the unfamiliarity of the material made reasoning more difficult and because there was no help from words already learned.

Carson ^{1/} conducted an extensive survey of teacher preferences in text arrangement in the field of spelling and found that teachers of the country prefer:

1. A spelling text arranged on a weekly list assignment plan.
2. One spelling list for the grade.
3. The study test plan of teaching.
4. Weekly review of lessons in the text.
5. Words printed in two forms, as a whole and in syllables.
6. Teaching the meaning of a word, and then the spelling.
7. A hundred per cent mastery of a limited list - 3000 words.
8. That all pupils have the same spelling list.

McCarthy ^{2/} compared the flash card method of teaching spelling with the study-test method in grades two and three.

A summary of total results of the final test of

-
- 1/ Olive G. Carson, "Teacher Preferences in Text Arrangement in the Field of Spelling." unpublished Master's thesis, Boston University, School of Education, Boston, Mass., 1933, p. 71.
 - 2/ Mary G. McCarthy, "Comparison of the Flash Card Method of Teaching Spelling with the Study Test Method in Grades Two and Three," unpublished Master's Thesis, Boston University, School of Education, Boston, Mass., 1942, p. 39.

sixty words showed a statistically significant difference of 7.68 in favor of the flash card method in Grade II. In Grade III the difference of 14.66 in favor of the flash card method was statistically significant. 1/

2/ Dolch advocated drill as essential to the teaching of spelling.

But he stressed that it must be carried on in such a way that the child will not lose interest in spelling.

3/ Watson concluded from his study that:

There is little that can be considered finally conclusive in either the experimental or the theoretical treatment of the various aspects and problems involved in the teaching of spelling. On practically every phase one finds experimental evidence and authoritative opinion to support either of two directly opposite recommendations. There is scarcely a point that is not a subject of considerable controversy.

4/ Wilson made a study over a period of three years to determine:

1. The spelling needs of third grade children (the words needed in written composition) and
2. Which of three spelling textbooks met the spelling needs of these children.

Wilson's conclusions were:

1. No one textbook in spelling can adequately fulfill the spelling requisites of written composition.
2. A spelling list made from the words children need in written composition serves for another group in the same grade better than does a list of words in a speller.

1/ Mary G. McCarthy, op. cit., p. 40.

2/ William Dolch, Better Spelling, Champaign, Illinois: The Gerrard Press, 1942, p. 131.

3/ Alice E. Watson, Experimental Studies in the Psychology and Pedagogy of Spelling, Teachers College, Contributions to Education, No. 638. New York: Teachers College, Columbia University, 1935, p. 4.

4/ Louis Ada Wilson, "Children's Spelling Needs and Their Implications for Classroom Procedure," Elementary School Journal, 47:98, October, 1946.

3. Children in the third grade should be taught those words which they need in written language and which are located somewhere in the first five thousand words most frequently used. The data show that a large percentage of the words used by children appear in the first five thousand of the Thorndike list.
4. It seems reasonable to suggest that children's spelling is an individual problem and a continual vocabulary development; that present standardized spelling tests are scored too low in rating spelling which is essential for efficiency in written language; and that there is a field for possible future research looking toward improvement of the dictation division of the standardized tests.

^{1/}
Fuller made a compilation, tabulation, and analysis of spelling errors from all of the written work of ninety-one pupils in three fourth grades for a period of ten weeks. The following conclusions were drawn:

1. There is a definite need for individual supplementary spelling lists.
2. Spelling errors are most frequent in supplementary words.
3. There were ninety-three most frequently misspelled words in this study which are recommended for a class supplementary list.
4. An analysis of the most frequent errors in the words of highest frequency showed that the majority of errors were errors of omission and substitution.

These readings show that there is much controversy in the field of spelling errors, word selection, and methods of teaching. With the exception of the study by Fuller, no investigator has attempted to compare spelling errors in written work with the words they have been

^{1/} Marion C. Fuller, "A Compilation, Tabulation, and Analysis of Spelling Errors in Grade Four," unpublished Master's Thesis, Boston University, School of Education, Boston, Mass., 1940, p. 41

taught in the spelling curriculum. Fuller's study is based on the spelling errors in written work in the fourth grade and the following study is based on spelling errors in written work in the third grade.

Restatement of problem. The purpose of this study is to compile, tabulate, and analyze a list of spelling errors from all of the written work of seventy-five pupils in the third grade for a period of eight weeks beginning December 2, 1946 and ending February 7, 1947.

Method of collecting errors. At the completion of each day for a period of eight weeks, all the written work accomplished in each of the two third grades with a total enrollment of seventy-five pupils was carefully checked for spelling errors.

Arrangement of specimens during process of collecting errors. A file card was made for each of the seventy-five pupils whose spelling errors were used in this study and their names were arranged alphabetically by class. On each pupil's file card was listed the misspellings and the types of errors made. If the same type of error was repeated, this was noted by checking the original error.

Summary of collection of errors. At the close of the eight week period for collecting spelling errors, the process of compilation was started.

Every misspelled word accompanied by its type of spelling

CHAPTER II

PROCEDURE

Restatement of problem. The purpose of this study is to compile, tabulate, and analyze a list of spelling errors from all of the written work of seventy-five pupils in two third grades for a period of eight weeks beginning December 2, 1946 and ending February 7, 1947.

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Compilation of spelling errors. At the close of the eight week period for collecting spelling errors, the process of compilation was started.

Every misspelled word accompanied by its types of spelling

errors on the individual pupil's file card was arranged in alphabetical order. After this was completed, all the words misspelled by the entire seventy-five pupils were arranged in alphabetical order.

During the process of compilation the following notations were made beside each word:

1. The number of times the word was misspelled.
2. The types of errors made.
3. The grade-level of the word which showed whether or not the word had been taught in the spelling curriculum, or if it would be taught by the completion of grade three, or if it was not listed in the spelling text. 1/

Tabulation of spelling errors. Each word 2/ in the entire list of spelling errors was tabulated in the following manner:

1. The grade level of the word was noted according to the spelling text 3/ up to the time of the beginning of this study.
2. A word that was supplementary when the study was begun but would be taught later in the spelling text was noted.
3. A word not listed in the spelling text was classified as a supplementary word.
4. The total misspellings for each word were recorded.

The findings resulting from the preceding tabulation of each misspelled word were as follows:

1. Grade Level in Spelling Text of Words Misspelled by

1/ Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two and Grade Three, Boston: Ginn and Company, 1943.

2/ See Appendix

3/ Yoakham and Daw, Loc.,cit.

75 Third Grade Pupils.

2. Total Number of Different Words Misspelled in Written Material.
3. Words Most Frequently Misspelled by 75 Third Grade Pupils Arranged in Rank Order of Frequency.

From using the data dealing with the misspellings of the individual pupil compiled during the course of this study, the number of different pupils who misspelled the words of highest frequency was tabulated. This tabulation showed:

1. Word
2. Number of Different Pupils Who Misspelled Word
3. Total Misspellings of Word
4. Grade Level in Spellings Text to December 2, 1946
5. Grade III - December 2 to June
6. Supplementary - Outside Text

Analysis of spelling errors. The most frequent types of errors were tabulated from the compilation of data arranged in alphabetical order and containing the misspelled words with their erroneous spellings. The types of errors which occurred most often in this study and which were used in this analysis were those of:

1. Omission
2. Addition
3. Substitution
4. Transposition
5. Phonetic Spelling

The classifications used in analyzing these errors were the

classifications most often used by research workers in the field of spelling errors.

Hollingworth's ^{1/} classification of spelling errors due to lapses included errors of omission, substitution, and transposition.

Book and Harter ^{2/} listed eighteen types of errors among which were omission, addition, substitution, transposition and phonetic spelling.

Mendenhall ^{3/} found the most frequent errors to be in omission and substitution of letters with phonetic errors ranking next most frequent.

Hildreth ^{4/} found many errors due to addition and transposition of letters and that phonetic errors are common among young children.

- 1/ Leta S. Hollingworth, The Psychology of Special Disability in Spelling, Teachers College Contributions to Education, No. 88. New York: Teachers College, Columbia University, 1918, p. 8.
- 2/ William F. Book and Richard S. Harter, "Mistakes Which Pupils Make in Spelling", Journal of Educational Research, 19:106, February, 1929.
- 3/ James E. Mendenhall, An Analysis of Spelling Errors, New York: Bureau of Publications, Teachers College, Columbia University, 1930, p. 5.
- 4/ Gertrude Hildreth, "Spelling Errors." The Implications of Research for the Classroom Teacher, Washington, D. C.: National Education Association, 1939, p. 162.

CHAPTER III
ANALYSIS OF DATA

The data were analyzed to determine:

1. The number of misspelled words to be taught later in Grade 3.
2. The number of supplementary words misspelled in comparison to the number of words misspelled that had been previously taught.
3. The relation of supplementary words misspelled to the total number of misspellings.
4. The misspelled words of highest frequency.
5. The number of words of highest frequency which were taught previously in the spelling text and the number of words which would be taught at a later date.
6. The number of different pupils misspelling the words of highest frequency.
7. The types of errors most prevalent in the most frequently misspelled words.
8. The implications of a study of spelling errors for the classroom teacher.

Table I indicates the level of the 861 misspelled words.

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3. The relation of supplementary words misspelled to the total number of misspellings.
4. The misspelled words of highest frequency.
5. The number of words of highest frequency which were taught previously in the spelling text and the number of words which would be taught at a later date.
6. The number of different pupils misspelling the words of highest frequency.
7. The types of errors most prevalent in the most frequently misspelled words.
8. The implications of a study of spelling errors for the classroom teacher.

Table I indicates the level of the 361 misspelled words.

Table I

Grade Level in Spelling Text of Words Misspelled
By Seventy-Five Third Grade Pupils

In text - Grade II Level	186
In text - Grade III [*] Level	30
Supplementary - Grade III [*] Level	174
Supplementary * *	471
Total	861

* Grade III Level - These words were taught in Grade III before the initiation of this study.

* Supplementary - Grade III Level - These words would be taught later in Grade III, and after the initiation of this study.

** Supplementary - These words were not contained in the spelling text.

This table shows the grade level according to the spelling text ^{1/} of the number of different misspelled words in this study, the number of different words to be taught in grade three after the initiation of this study, which are referred to as Supplementary Grade III Level, and the number of different supplementary words or words not contained in the spelling text. The total, on this chart shows

^{1/} Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two, Grade Three, Boston: Ginn and Company, 1943.

the number of different words misspelled over a period of eight weeks.

The total number of different words misspelled during this study were 861 and 471 of these words were supplementary words or words not located in the text.

The sum of the first two columns reveals that 216 words which had been taught previously were misspelled. These seventy-five pupils misspelled 471 supplementary words which is more than twice as many misspellings of supplementary words as words that they had been taught.

Table II shows the words most frequently misspelled arranged in rank order of frequency.

Table II

Words Most Frequently Misspelled By Seventy-Five Third Grade Pupils Arranged in Rank Order of Frequency.

Words	Number of Different Pupils Who Misspelled Word	Total Mis-spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supplementary-Outside Text
1. their	26	50	2		
2. Christmas	23	37		3 ^s	
3. would	20	34	2		
4. brought	19	24		3 ^s	
5. have	19	41	2		
6. house	19	36	2		

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary- Outside Text
7. they	19	28	2		
8. with	19	23	2		
9. clean	18	22		3 ^s	
10. fresh	18	18			S
11. shoes	18	18			S
12. badly	17	17			S
13. white	17	20	2		
14. your	17	28	2		
15. bears	16	16	3		
16. hurt	16	18	3		
17. people	16	21		3 ^s	
18. there	16	27	2		
19. him	15	16	2		
20. much	15	17	2		
21. puppy	15	16			S
22. very	15	18	2		
23. because	14	20		3 ^s	
24. down	14	20	2		
25. dress	14	19	2		
26. little	14	17	2		
27. teeth	14	14	2		

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
28. bench	13	13			S
29. father	13	22	2		
30. fish	13	13		3 ^s	
31. could	12	16	2		
32. like	12	20	2		
33. made	12	22	2		
34. tall	12	12	2		
35. were	12	15	2		
36. before	11	12		3 ^s	
37. drink	11	12	2		
38. girl	11	16	2		
39. race	11	12		3 ^s	
40. said	11	13	2		
41. sled	11	12	2		
42. them	11	13	2		
43. when	11	17	2		
44. are	10	10			S
45. bear	10	11			S
46. heard	10	11		3 ^s	
47. help	10	12	2		
48. jumped	10	10			S

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
49. keep	10	13	2		
50. off	10	10	2		
51. pretty	10	14			S
52. trying	10	10			S
53. want	10	12	2		
54. came	9	11	2		
55. floors	9	11			S
56. open	9	9	2		
57. saw	9	11	2		
58. school	9	14	2		
59. street	9	9		3 ^s	
60. won	9	9			S
61. you	9	11			S
62. across	8	8		3 ^s	
63. bigger	8	9			S
64. beside	8	9		3 ^s	
65. brother	8	8	2		
66. build	8	9		3 ^s	
67. coming	8	8		3 ^s	
68. from	8	13	2		
69. lake	8	8	3		

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
70. live	8	13	2		
71. many	8	9	2		
72. skin	8	12		3 ^s	
73. some	8	9	2		
74. am	7	8	2		
75. cotton	7	8		3 ^s	
76. flew	7	8		3 ^s	
77. head	7	8	3		
78. hope	7	11		3 ^s	
79. houses	7	10			S
80. jump	7	10	2		
81. match	7	8			S
82. miss	7	9	2		
83. of	7	12			S
84. other	7	10	2		
85. wind	7	8		3 ^s	
86. grew	6	8	3		
87. was	6	8			S
88. went	6	11	2		
89. done	5	9		3 ^s	

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
90. morning	5	9	2		
91. teacher	5	8	2		
92. by	4	8	2		
TOTALS			54	20	18

This table contains the words most frequently misspelled by seventy-five third grade pupils arranged in rank order of frequency. Ninety-two words were selected after carefully checking each word with its accompanying misspellings in the list of 861 different misspelled words. The words selected ranged in frequency of misspellings from fifty errors to eight errors per word.

The tabulation of the ninety-two misspelled words of highest frequency showed the number of different pupils who misspelled these words of highest frequency and the total number of times the word was misspelled.

The grade level of each word was indicated by a 2 or 3 for the number of the grade, 3^S if the word would be taught after the initiation of this study and S if a supplementary word outside the text.

It is interesting to note in this table the number of different pupils who misspelled the ninety-two words of highest frequency. For

example, the word their was misspelled fifty times by twenty-six different pupils.

The totals of the last three columns reveal that of the ninety-two misspelled words of highest frequency, 54 of these words had been previously taught in the spelling curriculum, 20 would be taught before the completion of grade three and the remaining eighteen were supplementary words.

Table III shows the classification of the most frequent errors in the words of highest frequency.

Table III

Classification of Most Frequent Errors in Words of Highest Frequency.

Word	Omission	Addition	Substitution	Transposition	Phonetic
their			thair		
have			hove		
Christmas			Christnas		
house				houes	
would					wood
they			thay		
your	yor				
there	ther				
brought					brot
with				wiht	
clean	clen				
father		farther			

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
made	mad				
people				peopel	
because	becuse				
down			doun		
like	lik				
white	whit				
dress					drees
fresh					frech
hurt			hunt		
shoes	shos				
very		veary			
badly			badle		
little				littel	
much			nuch		
when	wen				
bears				baers	
could			cauld		
girl				gril	
him			hin		
puppy	pupy				
were	wer				
pretty	prtty				
school	shool				

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
teeth	teth				fich
bench			banch		
fish					
from				form	
keep	kep				
live			leve		
said				siad	
them			tham		
before	befor				
drink			drick		
help			halp		ove
of					
race			rase		
skin			sken		
sled			slad		
tall			toll		
want			wont		
came			cane		
floors	floor				
heard	herd				
hope	hop				
saw			sow		
went			want		

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
you			yow		
are	ar				
bear				baer	
houses				houeses	
jump			jump		
jumped			junped		
off	of				
other				othre	
trying	tring				
beside	besid				
bigger	biger				
build	bild				
done			dome		
many			mane		
miss	mis				
morning	moring				
open			opin		
some			sone		
street	stret				
won			wun		
across			acrost		
am			an		
brother	bother				

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
by		bay			
coming		comeing			
cotton			cotten		
flew	few				
grew	grw				
head				haed	
lake					lack
match	mach				
teacher	techer				
was			wos		
wind	win				

This table which shows a classification of the most frequent errors in words of highest frequency indicated that the most frequent errors in these words were errors of omission, addition, substitution, transposition, and errors of a phonetic nature.

Errors of substitution were most common in this analysis, followed by errors of omission. There were 35 errors of substitution, 34 errors of omission, 12 errors of transposition, 7 phonetic errors and 4 errors of addition.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Purpose of the study. The purpose of this study was to compile, tabulate and analyze a list of spelling errors from all the written work of seventy-five pupils in two third grades for a period of eight weeks.

Summary. The following results can be concluded from the analysis of data:

1. Table I shows that of the 861 misspelled words, 174 would be taught later in the third grade.
2. In comparing the number of supplementary words misspelled with the misspellings of the words that had been previously taught, Table I indicates that there are more than twice as many supplementary words misspelled.
3. Table I also shows that almost half of the total number of misspelled words were supplementary words.
4. Ninety-two misspelled words of highest frequency were used for analysis in Table II. The frequency of misspellings for these ninety-two words ranged from fifty errors to eight errors per word.
5. The totals of the last three columns in Table II indicate that fifty-four of the ninety-two words of

- highest frequency were previously taught, twenty of the ninety-two words would be taught later in Grade III and eighteen were supplementary words.
6. The number of different pupils who misspelled each of the ninety-two words of highest frequency appear in Table II.
 7. Table III shows the types of errors most prevalent in the ninety-two most frequently misspelled words. There were 35 errors of substitution, 34 errors of omission, 12 errors of transposition, 7 phonetic errors and 4 errors of addition.
 8. Spelling errors occur frequently in supplementary words.
 9. Errors were found in words or sentences which were copied directly from the blackboard.

Conclusions. The following conclusions and implications can be drawn from this study:

1. There is a definite need for class supplementary spelling lists as more than half of the misspelled words were not found in the spelling text.
2. Individual supplementary lists would be of much value to the pupil as the words on his list are words that he uses and spells incorrectly.
3. Many opportunities should be provided for the frequent use of these words in written work.

4. The words in the spelling text do not adequately meet the needs of the pupil in his free writing.
5. There is little transfer from words that have been previously taught to the use of these words in written work.
6. There is need for a careful study of spelling methods in order to provide sufficient transfer of the pupil's spelling vocabulary to his free writing.

Suggestions For Further Study

1. Compare and study the spelling errors of two groups of children, one group using supplementary spelling lists and the other group using a basic spelling text to determine which group has the lowest percentage of errors and if the supplementary word list is of greater value than a basic spelling text.
2. Carry on an identical study to this in a different locality to discover if there is a difference in spelling needs as determined by locality.
3. Continue a study of this type for one year with one class to find only the words of highest frequency used by the largest number of pupils.
4. Give a spelling test containing the words that had been taught in the previous grade, to several different schools in the same system to find the percentage of carry-over from grade to grade.

5. Carry on this study with three groups of selected pupils, one group with above average I. Q., the second group with average I. Q., and the third group with below average I. Q., to determine whether spelling errors are influenced by intelligence.

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APPENDIX

Key to Notations Preceding Words in Appendix

- 1 or 2 - Denotes grade level at which the word was taught before this study was initiated.
- 3^d - Denotes words taught in grade three after initiation of this study.
- 3 - Supplementary words, or words not found in spelling test.

Word	Total Mis-spellings for Word	Word	Total Mis-spellings for Word
1 about	2	3 ^d ellipse	2
3 ^d across	6	3 all	2
2 address	1	3 ^d always	4
3 avoid	2	3 am	6
2 after	3	3 America	2
3 ^d afternoon	5	3 and	1
3 ^d again	2	3 animal	2
3 ^d ago	1	3 animals	5
3 air	1	3 ^d another	1
3 alone	1	2 any	1

APPENDIX

APPENDIX

Key to Notations Preceding Words in Appendix

- 2 or 3 - Denotes grade level at which the word was taught before this study was initiated.
- 3^s - Denotes words taught in grade three after initiation of this study.
- S - Supplementary words, or words not found in spelling text.^{1/}

Word	Total Mis-spellings for Word	Word	Total Mis-spellings for Word
2 about	2	3 ^s alike	2
3 ^s across	8	S all	2
S address	1	3 ^s always	4
3 afraid	2	2 am	8
2 after	3	S America	5
3 ^s afternoon	5	S and	1
3 ^s again	2	S animal	3
3 ^s ago	1	S animals	5
3 air	1	3 ^s another	1
S alarm	1	2 any	1

^{1/} Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two, Grade Three, Boston: Ginn and Company, 1943.

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
3 ^s anything	1	2 barn	2
S apron	1	S baseball	3
S are	10	3 basket	1
S arithmetic	3	3 ^s bath	1
3 around	4	S bear	11
S arrow	1	3 bears	16
S ashamed	1	S beautiful	1
S aspirin	1	3 ^s became	1
S at	1	3 ^s because	20
3 ^s aunt	4	2 bed	2
3 ^s awake	1	S bedroom	2
2 away	3	2 been	1
S babies	6	3 ^s before	12
2 baby	1	3 ^s began	1
2 back	6	3 bell	2
S badly	17	S belt	1
2 bag	2	S bench	13
2 ball	5	3 ^s beside	9
S balloon	1	2 best	1
S balls	1	3 ^s better	3
S bark	3	S bicycle	3

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Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
2 big	1	S boxes	1
S bigger	9	2 boy	4
2 bird	3	S bracelet	3
S birds	4	2 bread	3
3 ^s birthday	1	3 ^s break	1
3 ^s bite	1	3 ^s brick	2
S blackboard	1	S bridge	2
S blew	1	3 ^s bright	1
S blowing	1	2 bring	1
S board	4	3 ^s broke	4
S boards	1	S broken	1
2 boat	1	2 brother	8
2 book	2	S brothers	1
S bootie	1	3 ^s brought	24
S boots	2	3 ^s build	9
S Boston	1	S built	6
3 ^s both	1	S bulbs	3
S bottles	1	S bumped	1
S bought	4	3 ^s burn	2
S bowl	1	S burned	2
2 box	2	S burning	3

APPENDIX

Word	Total Mis-spellings for Word	Word	Total Mis-spellings for Word
S busy	2	S cattle	1
S but	3	S caught	2
S butterfly	1	S celery	3
2 buy	1	S cellar	4
2 by	8	S cellars	1
3 ^s cage	1	2 chair	1
S calendar	1	S chalk	1
2 called	1	S changes	1
2 came	11	S chase	1
S candle	1	S cheer	2
S candles	3	S cheese	2
2 candy	1	S cherries	2
S canoe	1	3 ^s chickens	1
2 cap	2	3 ^s child	1
2 car	1	2 children	4
S cards	1	S chimney	3
S carriage	5	S chocolates	1
S carried	3	S chop	1
S carrot	1	3 ^s Christmas	37
S case	1	3 ^s church	2
3 ^s catch	2	3 class	1

APPENDIX

Word			Total Mis- spellings for Word	Word			Total Mis- spellings for Word
3 ^s	clean		22	S	cousins		1
S	cliff		1	3	cover		1
3	climb		2	S	covered		1
S	climbed		4	S	crack		1
S	climbers		1	S	cracked		1
3 ^s	clock		2	S	cracker		2
S	clothes		1	S	crashed		1
S	clothing		1	S	crayons		1
2	coat		1	S	creature		1
S	cocoa		2	S	cries		1
2	cold		4	S	cupboard		5
3 ^s	color		1	3 ^s	daddy		1
S	coloring		1	3	dark		2
S	comes		3	S	days		2
3 ^s	coming		8	S	decided		6
S	company		3	S	decorate		2
S	cook		2	S	decorated		1
S	cornet		1	S	decorating		1
3 ^s	cost		2	3 ^s	deep		1
3 ^s	cotton		8	S	deer		1
2	could		16	3 ^s	didn't		1

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S died	2	2 dress	19
S different	4	3 ^s dressed	1
S dig	2	S dresses	1
S digging	1	2 drink	12
2 dinner	1	3 ^s drop	1
3 ^s dirt	4	S dropped	3
S dirty	1	S drowned	2
S dishes	3	S drowning	1
S doctor	1	3 ^s drum	2
2 does	4	S drums	1
2 dog	5	2 duck	1
2 doll	7	S dumped	1
3 ^s dollar	1	S dyeing	1
S dolls	3	2 each	2
3 ^s done	9	3 ^s early	5
3 ^s don't	1	3 ^s ears	1
2 door	1	S easily	5
S doors	1	2 eat	3
2 down	20	S eating	1
S downstairs	2	S electric	1
S drawing	1	S elm	1

APPENDIX

Word		Total Mis- spellings for Word	Word		Total Mis- spellings for Word
S	engineer	1	3 ^s	fence	2
S	enough	2	S	field	7
S	erector	1	S	fifty	2
3 ^s	evening	1	2	fill	1
2	ever	2	S	filled	1
2	every	7	3 ^s	find	2
S	everybody	1	2	fine	1
S	excited	1	S	finger	2
3 ^s	eyes	1	S	fingers	1
3 ^s	fairy	2	S	finished	1
2	fall	1	2	fire	3
S	falling	1	S	fireman	1
S	family	1	S	fireplace	6
2	far	1	2	first	6
2	father	22	3 ^s	fish	13
S	favorite	2	3 ^s	fit	1
3 ^s	fed	1	2	five	1
S	feeding	2	S	fixed	1
3 ^s	feel	1	S	fixing	1
2	feet	1	2	flag	2
3	fell	2	S	flashlight	1

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Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
3 ^s flew	8	S frightened	1
S flies	1	2 from	13
3 ^s floor	1	3 ^s front	2
S floors	11	S fruit	1
S Florida	1	S fruits	1
3 ^s flower	1	3 ^s full	1
S follow	1	2 fun	1
S followed	1	3 ^s funny	1
3 food	2	3 ^s fur	5
3 ^s foot	1	S furs	1
S football	5	3 ^s game	6
2 for	6	S games	2
S forest	3	S garage	2
3 ^s forget	1	3 ^s garden	6
S forgotten	1	2 gave	1
3 ^s found	1	2 get	5
2 four	2	S gets	1
S fresh	18	3 ^s getting	3
S ³ Friday	1	2 girl	16
S ³ friend	3	S girls	4
3 ^s friends	1	S gives	1

APPENDIX

Word			Total Mis-spellings for Word	Word			Total Mis-spellings for Word
S	glasses		1	3 ^s	hammer		1
S	goat		1	S	hammered		1
2	goes		5	S	handkerchief		1
2	going		1	3 ^s	hang		1
2	gone		1	S	happier		1
3 ^s	goodbye		1	3 ^s	hard		2
S	goose		1	S	harder		3
2	got		4	2	has		3
2	grade		1	S	hat		2
S	grand		1	S	hate		1
3 ^s	grass		5	2	have		41
S	grazing		1	3 ^s	having		1
3 ^s	great		1	3 ^s	head		8
3	grew		8	S	health		3
3 ^s	ground		4	3	hear		2
3 ^s	grow		2	3 ^s	heard		11
3 ^s	guess		2	S	heart		1
S	gun		1	S	heat		1
S	gunning		1	S	heated		3
2	had		7	S	heavy		2
3 ^s	half		2	S	hello		3

APPENDIX

Word			Total Mis-spellings for Word	Word			Total Mis-spellings for Word
2	help		12	2	how		5
3 ^s	helped		3	S	hunted		2
2	her		3	S	hunter		1
S	herd		1	S	hunters		3
S	hiding		3	S	hunting		1
3	high		1	3	hurt		18
2	hill		1	S	hurts		1
2	him		16	3 ^s	ice		2
S	himself		1	S	inches		1
2	his		3	S	Indians		5
3 ^s	hit		5	S	invited		1
3 ^s	hole		2	S	is		4
2	home		6	S	January		4
S	homes		5	S	jar		1
3 ^s	hope		11	S	jeep		2
S	hopped		3	S	jockey		4
2	horse		7	2	jump		10
S	horses		1	S	jumped		10
S	hours		6	2	just		2
2	house		36	2	keep		13
S	houses		10	S	keeps		5

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Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
3 ^s kept	2	S liked	4
S kill	2	3 ^s likes	4
S kitchen	2	S lipstick	1
S kitten	1	S listen	1
3 knew	2	S listened	1
S knock	1	2 little	17
S knocked	2	2 live	13
2 know	3	3 lived	3
3 lake	8	S lives	5
S lapping	1	S loaf	1
S larger	1	S locked	1
S lasso	3	S locket	1
3 late	1	S log	1
S lawn	1	S logs	5
3 ^s left	2	2 long	6
S let's	1	2 look	3
3 ^s leave	1	S looking	1
S leaves	2	S lots	2
3 ^s light	5	S loud	1
S lights	1	2 love	3
2 like	20	S lovely	1

APPENDIX

Word			Total Mis- spellings for Word	Word			Total Mis- spellings of Word
S	loves		1	3 ^s	might		1
3	lunch		2	S	mile		1
S	mad		2	2	milk		6
2	made		22	3 ^s	mine		3
S	magic		1	S	minute		2
2	mail		1	2	miss		9
2	make		4	3 ^s	missed		3
S	makes		1	S	mittens		1
3 ^s	making		2	3 ^s	money		1
2	man		1	S	months		1
S	mantle		2	S	moon		1
2	many		9	2	more		4
S	marbles		1	2	morning		9
S	marsh		1	2	most		2
S	match		8	2	mother		5
S	me		1	S	motor		1
S	meat		1	S	mountain		6
2	men		1	S	mountains		4
S	merry		1	S	mouse		1
3 ^s	met		2	S	movies		2
S	mice		1	2	much		17

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
2 must	1	S not	3
S my	5	S note	1
3 ^s myself	1	3 ^s nothing	2
S nail	2	2 now	1
S nailed	1	S number	1
3 ^s nails	3	S nurse	1
2 name	4	S nursery	1
S named	2	S of	12
S naughty	2	2 off	10
2 near	6	S on	4
3 ^s nearly	3	3 ^s once	3
S necktie	2	2 one	3
S neckties	4	2 only	1
S needs	2	2 open	9
2 nest	7	S opened	6
3 ^s never	1	2 other	10
2 new	6	3 ^s outside	2
2 nice	4	2 our	7
2 night	3	2 over	3
3 north	1	S package	1
3 ^s nose	5	3 ^s paint	2

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
3 ^s pair	4	S piece	4
S pansies	1	S pieces	1
S pants	2	S pile	1
3 ^s paper	2	S Pilgrims	7
S papers	2	S pilot	3
S parts	1	3 ^s pink	5
3 ^s party	4	S pint	1
S passed	2	S pioneers	1
S patted	1	3 ^s place	4
S paw	1	S planes	1
S paws	1	2 play	2
S peas	1	3 ^s played	2
S pecans	1	S playing	1
S peck	2	2 please	6
3 ^s people	21	S Plymouth	1
2 pet	6	S poem	2
S pets	1	S polar	6
S picnic	1	S poles	2
S picture	1	S policeman	1
S pictures	5	S pony	1
3 ^s pie	1	S porch	6

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S postman	1	S raced	1
S potato	1	S radio	1
S pound	1	S rags	1
S powder	1	2 rain	1
S present	7	S raised	3
S presents	2	S rake	2
S prettier	1	2 ran	3
S pretty	14	S rattles	1
S princess	2	2 read	1
S prize	1	3 ^s ready	1
3 ^s pull	4	3 ^s real	1
S pulled	3	S really	1
S puppies	1	S reindeer	2
S puppy	16	S replied	1
S pushed	1	2 ride	4
2 put	4	S rides	1
S putting	1	S riding	1
S queerly	1	S rifle	2
S quickly	1	3 ^s right	1
S rabbit	3	3 ^s ripe	1
3 ^s race	12	S robe	1

APPENDIX

Word	Total Mis-spelled for Word	Word	Total Mis-spelled for Word
S rock	3	S saved	4
S rocks	7	2 saw	11
S rod	1	S says	5
S rode	1	S scampered	2
2 roll	2	S scarf	1
S rolling	1	2 school	14
S roof	5	S scratch	2
2 room	4	S see	2
3 ^s rope	1	S seeds	1
S ropes	1	2 sell	1
S rubbish	1	2 send	1
S rung	1	S serves	1
S runners	1	S sewing	1
S running	1	S shoe	6
S saddle	1	S shoes	18
3 ^s safe	1	S shepherds	1
2 said	13	S shirt	1
S sandwiches	2	S shirts	1
S Santa	3	S shopping	6
S Santa Claus	2	3 ^s short	2
3 ^s Saturday	1	3 ^s should	1

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S shovel	3	S sliding	6
2 show	1	S slip	1
2 sick	1	S slippers	5
3 ^s side	1	3 ^s small	2
3 silk	1	2 snow	6
S silver	2	S socks	1
2 sister	6	3 ^s soft	1
S skating	3	S softly	1
S skates	4	S soldier	2
S ski	2	2 some	9
3 ^s skin	12	3 ^s something	5
S skins	3	S sometimes	1
S skis	5	2 soon	2
2 sky	1	3 ^s sorry	2
2 sled	12	S spelling	2
S sledge	2	S spinach	1
S sledges	1	3 ^s spring	1
2 sleep	6	S squash	2
S sleigh	1	S squirrel	5
S sleighs	1	S stairs	2
S slide	3	2 stay	1

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
3 ^s stayed	1	S strings	1
S steam	2	3 ^s strong	1
S stewed	1	S stronger	2
3 ^s stick	2	S stuck	4
S sticking	1	S studying	1
S sticks	4	S submarine	1
S stocking	7	S sugar	1
S stomach	1	3 ^s suit	3
3 ^s stone	1	2 summer	1
S stones	5	3 ^s supper	1
3 stood	2	S sweater	1
S stool	2	S switch	1
S stopped	1	S table	3
2 store	5	2 take	3
S stories	5	S taking	1
2 story	2	3 ^s talk	1
3 ^s street	9	2 tall	12
S streets	1	3 ^s teach	2
S stretch	2	2 teacher	8
S stretched	1	2 teeth	14
3 ^s string	1	S telephone	1

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S tepee	1	2 time	4
S test	1	S times	1
3 ^s than	3	S tipped	3
2 that	5	S toe	2
S the	3	S together	3
2 their	50	2 took	2
2 them	13	S tools	1
2 then	3	3 ^s tooth	1
2 there	27	S toward	1
2 they	28	2 town	2
S thing	1	S toys	2
2 things	5	S tracks	1
2 think	3	3 train	4
3 ^s third	1	S tramping	1
S thirty	1	2 tree	1
2 this	1	3 ^s tried	6
S thought	1	S tries	1
S through	7	S trim	6
3 ^s throw	2	S trimmed	1
3 ^s tied	5	S tripped	1
S tight	2	3 truck	1

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S trucks	1	S waist	1
S trying	10	S wakes	1
S tube	1	3 walk	1
S tunnel	3	S walking	1
2 turkey	4	2 want	12
3 ^s turn	2	3 ^s wanted	4
S turned	1	S wants	5
S twenty	1	3 warm	3
S twigs	2	S was	8
2 two	2	2 wash	1
3 ^s until	1	3 watch	5
S up	1	2 water	4
3 ^s use	4	2 we	2
3 ^s used	7	3 ^s wear	2
S vacation	1	S weather	1
2 very	18	S weave	3
S village	1	S weigh	2
3 ^s visit	1	2 well	2
S visited	1	2 went	11
S visiting	1	2 were	15
3 ^s wagon	1	S western	1

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
2 wet	1	S won	9
S whales	1	S wondering	1
2 what	3	S woodcutter	1
3 ^s wheel	2	S wooden	1
2 when	17	3 ^s wool	4
2 where	5	S woodpecker	2
3 ^s which	6	3 ^s wore	2
3 ^s while	1	2 work	1
S whist	1	3 world	1
S whistle	3	S worm	1
2 white	20	S worse	3
2 who	2	2 would	34
S wiggle	2	S wrap	1
2 will	4	S wreaths	1
3 ^s wind	8	S wrong	5
3 ^s window	4	3 ^s yard	1
3 ^s winter	7	3 ^s yesterday	1
2 wish	1	S you	11
S wishing	1	S young	1
2 with	23	2 your	28
S woke	2	S you're	1
S wolves	5		

APPENDIX

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
we	1	won	3
wee	1	wondering	1
wee	3	wonderwater	1
wee	3	wooden	1
wee	17	wool	4
wee	3	woodpecker	3
wee	3	wore	3
wee	1	work	1
wee	1	world	1
wee	3	worn	1
wee	20	worse	3
wee	3	would	34
wee	3	wrap	1
wee	4	wreaths	1
wee	3	wrong	3
wee	4	yard	1
wee	7	yesterday	1
wee	1	you	11
wee	1	young	1
wee	23	your	23
wee	3	you're	1
wee	3		

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